

TEACHING TUESDAYS



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BELLISARIO BULLETIN



– By [Denise Bortree](#)

Welcome to Teaching Tuesdays! It's a warm fall day, and it's great to see all the energy on campus. This week's issue focuses on the new Student Educational Experience Questionnaire (SEEQ) that launched this week. I hope the article below answers your questions, but please always feel free to reach out to me or your department chair. In the Canvas Cue section, Danielle Harris shares ways to engage students through Canvas. This is good preparation for our upcoming Teaching Tuesday in Real Life. Here's the info:

TTIRL: Engaging Gen Z Students in the Classroom

Don't forget to sign up for next week's Teaching Tuesdays in Real Life (Monday, Nov 13 a noon): Please [register](#) by November 10.

Have a great week. Denise

Careers/Internships

- **November 9** | Photo Night | Jackie Larma, The Associated Press | 7:00 - 8:30 pm | Multipurpose Room, Bellisario Media Center | Free event for all students to learn about the photography opportunities at Penn State (and beyond).

Upcoming Events

- **November 6 - December 3** | [Student Educational Experience Questionnaire \(SEEQ\)](#) | January 8, 2024 is the latest date results are released but results are typically available within five (5) business days after course grades are recorded in LionPath.
- **November 8** | 3Play Caption Workflow | 11:00 - 11:30 am | Presented by 3Play and IT Accessibility | [Register](#)
- **November 13** | Teaching Tuesdays in Real Life | Engaging Gen Z Students in the Classroom | Media Center 103 | 12 pm | [Register](#)
- **November 13** | Canvas: Transition Your Canvas Course to a New Semester | 10:30 - 11:30 am | Identify essential and recommended tasks to complete at the beginning and end of each semester. | [Register](#)

TEACHING TIP



Connecting the Dots: Maximizing Useful SEEQ Feedback

– By Denise Bortree | Professor, Associate Dean for Academic Affairs, and Danielle Harris | Instructional Designer

Let me start by acknowledging that reading SRTEs (now SEEQs) can be a painful and frustrating experience sometimes. This happens most often when only a few students complete them, and those responses represent outlying opinions. (Personally, I wait until I'm in a good head space, usually a few weeks after the semester ends, to read them.) At the same time, feedback from students can provide useful insights, especially for instructors who are teaching new material or trying new teaching techniques. The updated student evaluation program SEEQ (Student Educational Experience Questionnaire) is designed to provide more useful feedback to faculty by focusing on what students learned in the course and sharing recommendations for course improvements with the instructor only. Below is the new questionnaire that students are receiving this week.

End-of-Semester Feedback Questions (SEEQ)

1. In a few sentences, please provide feedback on your learning experience in this course. Consider the assignments and feedback you received, materials, learning activities and interactions with peers, your interactions with the instructor and other aspects related to your learning experience that you want to mention. (OE) (**NEW**)
2. The overall structure of the course (content and materials, assignments, activities) promoted a meaningful learning experience for me. [Likert] (**NEW**)
3. (a) The instructor created a welcoming and inclusive environment. [Likert] (b) In the space provided, please provide an explanation for your rating. (OE) (**NEW**)
4. If your course required materials, which materials or resources enhanced your learning? How? (OE, Instructor only)
5. What are the most important things you learned in this course? (OE, Instructor only)
6. Do you have any recommendations for this course? (OE, Instructor only)

Note: OE = open ended; Likert = 5-point rating scale: strongly disagree, disagree, neutral, agree, strongly agree.

The first three questions focus on learning and classroom environment. The last three focus on specific recommendations, and these are shared only with the instructor.



Asking for Student Feedback

One of the best ways to receive truly useful feedback is to make sure as many students as possible (not just the outliers) complete the SEEQ. The SEEQ assessment will be available for students during weeks 12-14 of a typical semester, and the Schreyer Institute provides a number of recommendations for improving student feedback in the resource titled [Talking to Students about the Student Educational Experience Questionnaire \(SEEQ\)](#). Here is one suggestion:

“Your feedback is important because it allows me to understand your experience in this course and make potential changes to improve the learning experiences of future students.”

Another way to encourage feedback is to let students know what to expect:

- Responses to the SEEQ are anonymous.
- Participation will have no impact on grades.
- You, the teacher, will not see student feedback until after grades for the course are submitted.
- The SEEQ takes about 10 minutes to complete, and students will be provided class time to complete the questionnaire (if you choose to do so).

You will still have access to the completion rates for your classes at <https://rateteaching.psu.edu/Default.aspx>. Feel free to give students time in class to complete the evaluation. We only ask that you step out of the room during their assessment.

You can also use Canvas to encourage SEEQ feedback. *If you would like to explore ways to use Canvas as a platform for sharing and*

reminding students to participate in SEEQs, please contact the Bellisario College's [instructional designer](#).

Analyzing Student Feedback

Ever wish you could put student evaluation feedback into context? With the new SEEQ tools, you now have an official process to annotate the student responses. This can be used to point to positive trends and feedback, call out unfair or unreasonable comments, or share ways that the feedback has led to changes in the course. Schreyer Institute recommends ways to annotate feedback in their resource titled [Annotating Student Course Feedback](#).

Applying Student Feedback

After the semester wraps up, and you begin weeding through the useful (and not useful) feedback in the new SEEQ, feel free to reach out for ideas and/or support for changes to your course(s). If you have questions about Canvas tools or any of the following, please contact the Bellisario College's [instructional designer](#) and start the collaboration process. We are here to help make your course revision plans come to life.

- Increase engagement in student discussions
- Prepare students for guest speakers to improve interaction
- Organize assignments in Canvas for increased student clarity
- Utilize Canvas announcements to share instructions and clarify expectations
- Design a Canvas course so that students can easily locate important information such as the syllabus or assignment instructions
- Create or edit rubrics in Canvas to better clarify assignment expectations
- Prepare a course schedule so that students have a 'roadmap' to guide them through the semester

CANVAS CUE



How Canvas Can Improve the Student Experience

– By [Danielle Harris](#) | Instructional Design

One way to improve the student experience, whether teaching in-person or online, is to use Canvas as a hub for critical course content. Canvas can serve as a location where students know they can always find important items.

- Syllabus
- Course schedule
- Files that are shared in class (readings or other resources)
- Upcoming assignments
- Clear instructions

What is provided in Canvas and how it is presented can do a lot to improve the overall student experience. The most basic student complaints, such as not being able to find items that you have shared numerous times, can be alleviated by using Canvas as a location to house course information and then consistently redirect students to this space.



The spring semester is just around the corner, so contact the [Bellisario College instructional designer](#) if you have questions about designing a basic layout for an upcoming course. There are options for creating a clean and simple design for your students:

Home
Syllabus
Modules
Grades
Library Resources



PennState
Donald P. Bellisario
College of Communications

 Syllabus	 Announcements	 Modules
 Assignments	 Grades	 People

SHARE A TEACHING STRATEGY



Share something fabulous that you have been doing in your classroom! Do you have a teaching technology or strategy that you've seen succeed and would like to share it in the *Teaching Tuesdays* newsletter? If so, please [share your idea](#) for an upcoming issue.